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ABSTRACT

This case study was initiated to test and refine a procedural model for structuring inservice programs and to produce a comprehensive description of a district inservice teacher education plan. The study involved an analysis of the inservice education program in a single school district. The procedural model used in the study was formulated using a goal-design process for developing educational practice. This process provides a linkage between a given educational practice, the context in which the practice is used, and related research studies. The basic concept of this process is that educational practice is intended to achieve a goal and that some form of activity, represented by the design, will be needed to bring about the desired outcome. The information for the case study was based on interviewing a cross-section of staff (N=12) within one school district and obtaining information related to the elements included in the procedural model for inservice education. The analysis of this district's inservice programs includes the identification of inservice activities in which the participants engaged during the past year. Drawing on this data, as organized in a set of vignettes together with notes from interviews, a description of the district's inservice program is provided. A discussion on general perspectives and problems of the program includes consideration of potential areas for program modification. More than 50 references are included. (JD)

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INSERVICE TEACHER EDUCATION:
A CASE STUDY OF ONE DISTRICT'S PROGRAM

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Michigan State University

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1988

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Chapter 1

PURPOSE AND BACKGROUND OF STUDY

Inservice teacher education has a longer history than do formal programs for preservice preparation. Beginning with Teacher Institutes in the early 1800's some form of inservice has continued with its most formal expression represented in the continuing certification requirements now established in most states. Currently, through a combination of conditions e.g., concern for accountability, professional interest and perceived need, the operation of inservice programs (for purposes of this report also read staff development, professional development, and continuing education) is expanding with increased funding and a greater variety of choice.

Major efforts are currently being pursued to expand and improve inservice education activities for teachers. Yet, very few systematic and comprehensive descriptions of inservice programs have been produced. Such descriptions would be of considerable assistance as these programs are being expanded. Further, as research studies related to inservice education multiply it is important to effectively use the results of these studies to develop and improve inservice programs.

The many discrepancies now prevalent in conceptualizing and interpreting research on professional development clearly suggests the need for greater clarity and analysis of both research and practice. A significant improvement in staff development will be difficult without a breakthrough in resolving these issues. Edelfelt and Lawrence (1975) have stated that,

"there has never been a broad scheme of in-service education with a clear concept of purpose" (p. 23). Research studies asking for teacher's responses to questions such as, when inservice should be held, who should fund it, who should select the topics, or how effective it was are usually lumped together in reviews. Yet, comparing inservice activities composed of one, two hour workshop with an activity in which teacher consultants work with teachers on an individual basis during the course of a full year are clearly of a different order.

This case study was initiated to accomplish two purposes; (a) to further test and refine a procedural model for structuring inservice programs, and (b) to produce a comprehensive description of a district inservice teacher education plan. The study involved an analysis of the inservice education program in a single school district. The procedural model used in this study and described in Chapter 2 has been formulated using the Goal-Design Process for developing educational practice. This process for designing/analyzing educational practice has been developed by the author in cooperation with several colleagues (Hatfield et al., 1985) and provides a linkage between a given educational practice, the context in which the practice is used, and related research studies.

The basic concept of this process is that educational practice is intended to achieve a goal and that some form of activity, represented here by the design, will be needed to bring about the desired outcome. Synthesizing research studies and

descriptions of successful practices provides a basis of input for the development of the basic elements necessary to design or describe a practice. In this process the set of elements developed are referred to as a procedural model and include the purpose or major goal for the specified practice, a rationale and conceptual perspective supporting the purpose and the actual operational elements for carrying out the practice. Once an actual educational practice is designed or described it is analyzed for general principles underlying the design. These principles are called assumptions of practice and can be compared to results of research studies to determine if they are negated by conclusions from research. In this way the process provides a direct linkage between knowledge of practice and research studies.

A design for a given practice is also context specific so information about the institution, personnel and programs which provide the setting for the intended practice is also essential.

Proposal For Case Study

The information for this case study was based on interviewing a cross section of staff within one school district and obtaining information related to the elements included in the procedural model for inservice education. The following research questions were use to provide a focus for these interviews and the collection of pertinent documents.

Research Questions

1. What are the contextual factors in the school district which relate to the inservice program?

2. How is the overall inservice teacher education program organized in the school district?

3. How are the procedural elements of the inservice program in the school district carried out?

4. How do the elements of the program description match the proposed procedural model for inservice teacher education.

Population

The study was conducted in one school district and included administrators, curriculum/inservice leaders, and teachers. The individual administrators, faculty leaders and teachers included in the study were selected in conjunction with the contact person from the district. The number of individuals included was based on how best to obtain the information necessary to explore the research questions in depth, to be representative of the staff, and to include individuals from different buildings and program levels. Twelve individuals were interviewed for the study: 1 central administrator; 3 principals; 4 teachers in leadership roles; and 4 teachers.

Data Collection

The basic procedures for obtaining data included interviews and the acquisition of documents related to the institution and to inservice programs. Documents describing various aspects of the curriculum and staff development programs were obtained and analyzed.

Interviews with individuals were focused on eliciting information about contextual conditions and answers to the research questions. Open-ended questions guided the interviews allowing individuals to indicate their own perceptions of the

program and inservice activities while still encompassing the range of issues included in the research questions. Congruence in responses was checked with further explorations when agreement was not indicated by the data. Two major questions were asked of each person:

1. How does the inservice program in the district function?
2. What staff development activities have you engaged in during this year?

Analysis

The general approach followed to analyze the data was organizing and relating it to the procedural model for inservice education described in Chapter 2. There is no intention to be evaluative in this case study, but rather to be descriptive. As called for in the goal-design process, however, assumptions of practice are formulated based on the design. In addition the data were used to determine if the use of this process also contributes to the identification of problems of practice and the description of such problems. Some general comments on the program and indications of problems of practice are provided in the concluding Chapter.

Chapter 2

PROCEDURAL MODEL FOR INSERVICE TEACHER EDUCATION

Analyzing and/or designing an inservice teacher education program using the Goal-Design Process (see Appendix A) involves three major phases (a) describing the contextual aspects of the setting where the practice will be used, (b) planning or describing the design for the practice, and (c) testing the design (see Appendix B). Developing the procedural model for inservice teacher education, according to the guidelines of the Goal-Design Process (Hatfield, et al., 1985), on which the analysis or design of practice will be based involves the analysis of multiple research studies and descriptions of practice. This chapter provides a summary of data analyzed for the formulation of an appropriate procedural model for inservice teacher education. The following categories represent the general structure for describing or designing inservice teacher education using this model.

1. Purposes/Goals
2. Rationale and Conceptual Perspective
3. Operational Elements for Conducting Practice

The view of inservice teacher education considered here is of a comprehensive district-wide system encompassing a broad set of purposes and activities. Within this district-wide system the more typical programs (e.g., workshops on classroom management) can be developed. The reason for designing an overall system is to broaden the perspective generally held about inservice and to increase the connections between inservice, curriculum and

instructional activities within a district. Designing a district wide system does not preclude individual or school based levels of programming as components within this plan.

Within inservice programs all major elements are interrelated and should not be perceived as open to a linear development model. Institutional missions, funding, program purposes and content, personnel development, and general contextual factors all impact on decisions regarding the development of a district inservice education plan. Within this perspective the purposes, rationale and organization for district inservice systems will be described here as they have been identified from research studies and program descriptions.

Staff development is a personal matter even if sponsored by a school district and for the direct benefit of the district. Consequently discussion and some agreement of individual beliefs about professional responsibilities, beliefs and involvement within the institution is central to the effective development or improvement in the school. Proposed changes in curriculum, staff development activities and other major initiatives within a district will be more successful if judged and acted upon according to the beliefs of the individuals involved. These contextual factors and personal beliefs are central to the use of the elements in procedural model which follows.

General Purposes and Goals for Inservice Teacher Education

Research and development in the area of professional development has been largely carried out at a global level

in which few distinctions have been made between activities and purposes. Attempts to delineate professional development into more manageable units have included several different approaches. Alley (1979-80) reported an effort to define some of the more common terms which are used i.e., inservice education, staff development, faculty development, and continuing education. In another analysis Joyce et al. (1976) suggested five general contexts as different modes of inservice education; (a) job embedded, (b) job-related, (c) credential-oriented, (d) professional organization-related, and (e) self-directed. Griffin (1983) also suggested several issues to consider in the development and implementation of staff development; (a) the mission of the school, (b) the reward system, (c) lines of authority, (d) support systems, and (e) leadership.

In reviewing research studies on inservice Yarger and Galluzzo (1983) concluded that, "the language of inservice teacher education is so vague as to be almost unusable for research purposes" (p. 163). Due to this difficulty they indicate the only safe unit of analysis in the study and organization of inservice is the specific activity or individual program event. Describing such widely diverse activities as the cooperative school project conducted by Goodlad (1972), the individualized teacher consultant program (McDonald, 1980) and Good and Brophy's (1974) experiment with specific teaching behaviors, Yarger and Galluzzo (1983) have organized their analysis according to research methodology. This format has several uses, but is clearly not very useful as a means for focusing on the

application of research to practice and the development of a comprehensive inservice system.

Lawrence (1981) identified some 6000 reports of inservice programs and following a highly selective process used 59 of these studies to identify positive characteristics of inservice. The 59 studies were classified as being cognitive, affective, performance or consequence oriented and were analyzed from these respective perspectives. In this approach the basis for grouping studies was by the form of knowledge (the inservice curriculum) content and seems limited in its capability to organize the multiple dimensions of an inservice program.

Howey (1985) has called for a broader perspective of inservice by describing six different functions derived from his views on proposed changes in schools and professional work. His view of schools highlights an emphasis,

> On school improvement and attention to characteristics of effective schools such as goals agreed upon by faculty, shared expectations about pupil performance and social behavior, enhanced collegiality and a sense of community, and school articulation of the curriculum. (p. 58)

Based on this perspective Howey (1976) proposed six purposes for staff development programs:

1. Pedagogical development
2. Understanding and discovery of self
3. Cognitive development
4. Theoretical development
5. Professional development
6. Career development

This view of inservice is obviously much more comprehensive than most current programs provide. The merit of considering inservice in terms of purpose as done by Howey is that it does provide an

expansion in perspective, gives direction to programs cutting across an entire school-district, and responds better to the identification of needs of professional workers. Discriminating among inservice activities and programs based on such purposes could eliminate the current practice of comparing such things as credit courses to one-hour workshops and would provide a broad and systematic basis on which to develop district-wide programs.

The issues raised by Yarger and Galluzzo, and Lawrence indicate the need for a more useful means to analyze, organize and utilize the knowledge for inservice. Howey has provided a specific proposal for this task, however, the categories proposed appear to be of a mixed nature, with discovery of self, cognitive and theoretical development related to forms of knowledge and its development, while pedagogical, professional and career development relate to areas of knowledge.

A conceptual perspective of the curricular aspects of inservice teacher education would provide a more comprehensive overview for developing programs. Such a conceptual view of curricular goals for inservice education might also provide a means to better articulate inservice and preservice programs. Designing a district inservice plan, for example, which focuses on Instructional Theory Into Practice without attending to the orientation needs of beginning teachers provides a narrow view of inservice regardless of how effective and useful such a program might be for some faculty.

Designing inservice education plans also requires

consideration of the actual setting in which it will be implemented. A description of these contextual conditions may include a history of the practice, decision making processes, organizational policies, potential resources, personnel, population, and time or scheduling parameters. These contextual conditions provide one of the major dimensions of the design process described here.

Proposed Purposes and Goals

The following formulation of purposes and goals for inservice teacher education is based on an analysis of reports of programs and research studies. By extracting from these reports the nature of the program content, examples of content, and by implication purposes and goals, a data base was established and used to generate categories of purposes/goals to serve as the basis on which to design an inservice system. Using this process the following set of categories are proposed as one scheme which reflects broad purposes and goals of inservice teacher education (see Figure 1).

Organizational goals and program development. A major element in school improvement activity is the implementation of new programs e.g., a science program for the upper elementary grades. Providing assistance for teachers to learn the goals of such a program and offering training in specific instructional strategies not previously used represent the type of inservice needed for program implementation (Gall and DeBevoise, 1983). Other needs to which schools need to respond are state or federal mandates for specific programs e.g., bilingual and sex education.

School improvement committees are now widespread and provide a vehicle for teachers and administrators to cooperatively review current curriculum and plan for future development. Enhancing the capability of faculty to develop and evaluate curriculum is also a long-term growth oriented need which can be achieved through inservice programs (Comras & Masterman, 1972).

Figure 1
Purposes and Goals for Inservice Education

Organizational Goals and Program Development:
- -School improvement activities
- -Curriculum development and implementation
- -Instructional improvement
- -Leadership development
- -Educational/professional climate

Continuing Education and Professional Improvement:
- -Teaching/professional performance
- -Curriculum improvement
- -General professional information
- -Career development
- -Professional standards & certification requirements

Personal & Professional Work Needs:
- -Emotional and physical well-being
- -Orientation and induction into profession
- -Orientation for job transfers and job redesign
- -Professional work problems

Directly related to school innovation and change is the need to provide a positive and supportive environment for students and faculty. Programs which facilitate improved communication, better community relations and opportunities to innovate are crucial to the productivity and quality of an institution.

The school learning climate has been given considerable visibility in recent years as studies show its relation to improved student achievement (Edmonds, 1979). Learning more about

the nature of such environments and how best to facilitate them constitutes an additional inservice need.

School improvement and much individual development is impossible to achieve without a positive and supportive professional climate. Taking risks, trying different techniques, and using different materials all call for a supportive environment (Little, 1982; Sergiovanni, 1984). In addition rewarding teachers with various motivational and monetary incentives has recently become more widespread, but these kinds of rewards may have little impact without the positive environment to support the individual (Rosenholtz & Smylie, 1984; Spector, 1984; Wagner, 1985).

Training programs for teacher leaders have also become more widespread with the advent of well developed plans to use for initiating new practices. Content of these programs frequently emphasizes adult learning concepts, peer observation and coaching skills (Donlan, 1983; Wagner, 1985). Because skilled leadership in curriculum and staff development is widely distributed many teachers need to engage in this area of practice.

These organizational needs reflect issues which contribute directly to school improvement. In fact some educators propose achieving organizational goals as the only justifiable purpose for inservice (Harris & Bessent, 1969; Schlechty & Whitford, 1983). With many schools expending large sums of money for inservice in the form of substitute teachers and follow-up activities a careful analysis of all inservice programs is necessary.

Continuing education & professional improvement. Teaching does not have a fully developed knowledge base or an intensive preservice preparation program. Consequently, most teachers are in the position of needing to improve their effectiveness through additional study. The most basic of these needs is to meet requirements for professional certification. These requirements for full certification vary across states, but this need for formal course work is expanding and becoming a life-long requirement.

The preference of most teachers participating in inservice is for activities which focus on their classroom (Gall, et al., 1984) although in one study, (Copeland & Kingsford, 1981) some teachers also indicated strong support for school focused inservice activities. These activities usually include a wide range of programs and content e.g., assertive discipline techniques, use of wait time, art with found objects, and social studies projects for students.

Long term and ongoing study or improvement in one's profession is important (Houle, 1980). Some of these activities may have limited usefulness for direct application, but are necessary to provide general professional development. Workshops on teaching to the left and right hemispheres, and courses on child development reflect this longer term view.

Career development also represents an important dimension of inservice programs (Dalton, et al., 1977; Howey, 1976). Whether for the benefit of the individual or the institution counseling

teachers to formulate career plans and pursue personal interests for his/her long term growth is essential to the person's professional development.

Personal & professional work needs. In addition teacher evaluation has sometimes uncovered serious problems which need resolution. In such cases specific inservice activities, decided on jointly by the individual teacher and supervisor, are planned to aid in the teacher's improvement.

Several dimensions of inservice programs are directly linked to the basic operation of schools. Although not always supported the needs of beginning or reassigned teachers should be addressed, and should be considered an integral part of any ongoing inservice program (Arends, 1983; Gehrke & Kay, 1984).

The concept of personal vs professional needs is based on viewing teachers in the broad picture and not limiting their needs directly to a specific job. From this perspective many personal activities and conditions interact with a person's job. Attending to job tasks, relationships with students and faculty, and productive thinking are behaviors hampered by difficulties which may have nothing to do with the job. Problems encountered on the job e.g., an overload of work, not being able to feel success, or not achieving an expected level of accomplishment, may also cause these conditions to appear. As a general perspective these needs might be described as motivational, mental and physical health, and personal interrelationships.

Although widely discussed as a dimension of inservice program activities the personal needs of teachers have been

addressed in a sporadic manner. In fact, the personal needs of teachers deviate little from other professional workers. Various activities, usually provided in the form of short term workshops or attendance at conferences, may provide help in dealing with stress and time management and in developing one's personal self and interpersonal communications (Buchanan & Bachelor 1983; Copeland & Kingsford, 1981). Other activities have provided for developing morale, trust and through mentoring relationships, obtaining counseling and peer acceptance (Copeland & Kingsford, 1981; Gehrke & Kay, 1984).

Programs which include this kind of assistance can meet the personal needs of teachers, in contrast to professional activity, and contribute to an individual's overall success and satisfaction.

Including all of these purposes in an inservice plan for any one district may not be necessary. Yet, if inservice education is to be useful a clear statement of purpose should be developed. The purposes stated here should at least be given consideration in a comprehensive plan designed to respond to all teachers regardless of experience, specialization, or personal development or assignment.

Rationale and Conceptual Basis for Inservice Teacher Education

Initial teacher certification is now perceived as only one step in the preparation of a teacher. Adding to a person's preservice preparation is necessary due to the continual changes occurring in society, changes in student populations, increased

knowledge and changes in professional practice. These conditions, together with changes in contextual factors and the crucial nature of education to society call for the continuing education of professional educators. This perspective establishes inservice teacher education as an integral and major part of the total teacher education program, separate from the preservice phase, but one which should be carefully articulated with initial preparation.

Student learning and development represent the primary purposes of schools, and the work done by teachers related to curriculum and instruction reflect the vehicles through which the school goals are achieved. The major features of a school, the organization, the curriculum, instruction and the individual teacher provide the major focus for improving education and each dimension needs to be addressed through inservice teacher education -and through a total staff development program. For present purposes inservice teacher education will be defined as:

> Inservice teacher education includes all educational activities engaged in by teachers during their career which are designed to contribute to professional, institutional and curricular improvement or to prepare for leadership roles with colleagues. (Adapted from Yarger and Galluzzo, 1983)

Professional, organizational, curricular and instructional improvements are dependent on opportunities and support from employers, professional groups, individual initiatives, incentive and reward opportunities, quality of experiences and personal commitment. Such a broad array of issues requires a multiple and comprehensive thrust. This broad approach also requires a

combination of program activities and goals mutually supported and pursued at the personal, collegial and institutional levels.

Teachers come to a job and a new task with a wide range of experience, education, capability and motivation. Due to these differences multiple options are needed in institutional and individual plans for inservice and in specific programs made available and/or supported through these plans. The approaches used, however, are not all group centered as many inservice education activities may be carried on by a teacher quite apart from the institution where employed and wherever possible these efforts should be recognized and reinforced (Rosenfield, 1981).

Fenstermacher and Berliner (1983) provide one of the most forceful statements on the current importance and need of inservice teacher education relating it to changes in external conditions which impinge on individual teachers and how staying isolated in one's classroom is no longer possible.

> In earlier times, teachers were typically thought to have the primary responsibility for their own renewal, reading what they believed most helpful, taking such courses as they thought valuable for their work, and attending clinics and workshops that promised to increase their capacity to instruct. It is no longer possible for teachers to close their classroom doors and, in doing so disconnect themselves from the world beyond. Modern teachers function in a complex environment of policy, law, regulation, special programs, organizational structures, communication systems, and professional associations. (p. 282-3)

A rationale for inservice programs also needs to bring organizational and curricular improvement activities together with the professional improvement of teachers (Eggleston (1980).

> The improvement of the...school curriculum must rest upon an acknowledgement of the central role of the teacher. All worthwhile proposals for curriculum change are put to the

> test in classrooms and only come to fruition if the practicing teacher has the resources, support, training and self-confidence to implement them. Teachers are in a unique position to know and understand the needs of pupils and from them should come the principal pressure for increasingly effective programs of teaching and learning. Because we see the development of the curriculum and the self-development of the teacher as being inseparable, we call for vigorous programs of inservice education and school-based curriculum development. (p. 6-7)

Some aspects of curriculum development and organizational activities do not include an inservice dimension but where appropriate the inservice needs of each should be identified.

Many concepts on adult learning and development have been studied and found applicable to inservice settings. Knowledge of these concepts and how they are applicable to teachers is basic to successful inservice. Several different perspectives have been pursued which provide concepts beneficial for teaching adults including ego development, conceptual development, and learning styles (McNergney & Carrier, 1981; Sprinthall & Theis-Sprinthall, 1980; Witherall & Erickson, 1978).

The organizational structure and plan needed for an inservice program includes the means for responding to the three main purposes of inservice education, the organizational, the continuing education and the personal needs of staff. Further, the activities for facilitating these purposes need to include opportunities for individual, team, building and district programs. Conditions underlying the need for inservice programs are listed in Figure 2.

Inservice teacher education clearly provides a critical and

major contribution to the operation of schools and to the improvement of individual competence. Justification for inservice is not difficult to establish, the primary question being who will support it and to what extent it will be integrated into institutional activities (Comras & Masterman, 1972; Doherty, 1967; Harris & Bessent, 1969; Holly & Blackman, 1981; LeBreton, et al., 1979).

Figure 2
Rationale and Conceptual Perspective

Preparation programs continue throughout a person's career:
- -Preservice teacher education preparation is limited.
- -The entire range of teacher preparation curricular content should be available to inservice teachers.
- -Educators need to maintain a continuous involvement in professional improvement.

Inservice programs are based on the diverse needs of individuals and organizations:
- -Teachers bring a broad range of experience, knowledge and expertise to their job.
- -Adult development and learning concepts provide a basis for the continuing education of teachers.
- -A variety of program activities are needed to meet the multiple needs and goals of individuals and schools.

Organizational support is central to systematic inservice programs:
- -The quality of school programs is dependent on the collective efforts of all staff and administration.
- -Organizational support is basic for the ongoing improvement in professional development, organizational growth and curriculum improvement.
- -Leadership roles distributed across the school staff provide the most effective means for conducting staff development activities.
- -A district wide plan for inservice provides for the integration of curriculum, instruction and professional improvement activities.

Operational Elements for Conducting Inservice

Once the purposes and rationale are developed for an inservice plan the operational elements for carrying out the

practice need to be established. In the design process used here the operational elements have been formulated through an analysis of research and descriptive studies. Based on this analysis the following key elements are highlighted as necessary to the design and operation of a district inservice teacher education plan (see Figure 3).

Figure 3
Operational Elements for Conducting Inservice

Organizational Structure:
- -Administrative organization (district, building)
- -Program policies and governance
- -Funding & budgeting
- -Facilities
- -Agency relationships
- -Evaluation, record keeping and data system

Leadership Roles:
- -Improvement and evaluation of the curriculum, staff development and the design of practice.
- -Support teachers in fulfilling their teaching responsibilities, provide linkage to resource networks, and provide recognition and feedback.
- -Provide input and articulation between teacher and institutional goals, school policy, parental and community relations, and the school culture.
- -Tutor interns, new and reassigned teachers.

Inservice Support System:
- -Recognition & incentive systems
- -Information networks
- -Communication system
- -Professional environment & relationships

Programmatic Objectives and Content:
- -Pedagogical Content
- -Curricular Content
- -Leadership/Development Content

Program Activities:
- -Focus and Type of Inservice Activity
- -Planning Inservice Activities
- -Conducting Inservice Activities

Organizational Structure

The structure for a district wide inservice plan includes administration, funding, policies, facilities and records for the program. A effective organizational structure will provide for both building level and district level governance and decision making (Gall & DeBevoise, 1983; Goodlad, 1975; Little, 1982). In this way the structure accommodates to the concerns and needs of faculty in individual buildings, and to district wide articulation.

The organizational structure serves as the base for getting other elements into operation. Without this part of the system in place little opportunity is provided for a comprehensive plan. In other words the structure provides the means for developing and carrying out the rest of the operational elements.

Organizing a district plan for inservice requires the formulation of several policies and activities which provide structure for carrying out the plan. These policies should be determined by a policy board including individuals representing the multiple participants in the educational system (Joyce, 1978; Purington, 1983; Rosenholtz, 1986).

Leadership Roles

The actual organization and implementation structure of an inservice plan depends on the district policies, resources etc., but involves personnel and an environment in which these individuals can function. A cadre of teachers and administrators who provide leadership and instruction for inservice activities within a district is one of the basic prerequisites of an

inservice plan. The development of responsibilities and skills for these individuals establishes inservice as a school-based activity.

An overall perspective on leadership places some of the key issues into context. Sergiovanni (1984) describes five forces leaders should attend to: (a) technical, (b) human, (c) educational, (d) symbolic, and (e) culture. These forces encompass managing, relationships, professional knowledge, focusing on goals and creating a desirable environment.

In an extensive study of school based teacher educators (i.e., department chairs, team leaders, consultants, supervisors) Cooper et al. (1976) identified their responsibilities as including curriculum development, support systems, resources, personnel issues and inservice. Based on a study in which instructional leaders assumed responsibility for implementing a new practice Kenney and Roberts (1984) provide additional support for the value of and skills needed by curriculum leaders. They also concluded that the role can be effective without a formal title, given the necessary expertise and administrative support.

Hatfield et al. (1987) identified the roles of teacher leaders with extended professional roles in several Michigan schools. Regardless of job title and assignment it was found ;in this study that all individuals i.e., department chairs, grade level chairs, curriculum committee chairs engaged in activities related to curriculum development, leading teams of teachers for improvement of instruction, and helping to organize inservice programs.

Inservice Support System

Integral to the structure and leadership aspects of inservice is the need to establish and promote a support system which enables all staff to participate and to have trust and confidence that the system will be helpful and positive in nature. A positive professional environment has been one of the keys to productive and effective staff development programs (Gall & DeBevoise, 1983; Little, 1982). Within these kinds of environments teachers seem much more willing to take risks for change (Guskey, 1985; Spector, 1984) and as a consequence participate more fully in both curriculum and staff development. The evolution of this kind of environment also leads to the practice of collegial relationships (Johnson, 1984; Little, 1982) which enhances the improvement of the total school program.

Successful inservice cannot all be highly organized and directed but instead should include opportunities for individuals to develop their own professional ability and to reflect concern for the good of the organization (Rosenfield, 1981; Sabar, 1983). These attributes are best fulfilled within a system which communicates and responds to individual needs and provides the personal support and recognition needed for personal well-being and motivation.

Programmatic Objectives and Content

Each of the above purposes may draw from a comprehensive array of possible information or curricular goals related to the study of teaching and schools. Based on the rationale that

preservice teacher preparation is very limited in scope and that a professional worker needs considerable indepth study in the multiple dimensions of his/her responsibilities the inservice curriculum needs to reflect both conceptual and procedural studies (Broyles & Tillman, 1985; Doherty, 1967).

With an increase emphasis being given to teacher's knowledge of subject matter (Carnegie, 1986; A Nation at Risk, 1983) and the accelerating amount of new knowledge on pedagogy Medley, 1977) the curriculum for inservice education needs to be very broadly based.

As faculty and administrative leadership roles become more complex the need grows for greater preparation in adult learning, organization development and leadership skills. Further, given that there is a career development dimension to inservice education studies which also requires organizational, leadership and adult development knowledge additional study beyond that of fulfilling the teaching role will be needed by some faculty (Gray & Gray, 1985; Glatthorn & Newberg, 1984; Lieberman, 1986). Based on these premises and the previously stated rationale that preservice teacher preparation is very limited in scope and that teachers are professional workers the following broad areas of educational knowledge may serve to identify specific content and goals for inservice program activities (see Figure 4).

Program Activities

Building a comprehensive inservice system includes developing programs for multiple purposes and providing optional

activities by which individuals can pursue the study/development of the curricular content (Loucks-Horsley et al., 1987). These purposes may not always be singular, but the focus of a particular program should be clearly identified and matched with appropriate activities. The strategy used to implement an activity may vary across purposes and certainly across content areas.

Figure 4
Programmatic Objectives and Content

-Pedagogical
- The educative process
- Ethics and responsibilities of professional educators
- Professional education studies
- Functions and tasks of teaching

-Curricular
- General education studies
- Specialized subject area studies
- Design of educational curricula

-Leadership/Development
- Organizational development
- Interpersonal, group and leadership skills
- Adult and personal development

Central to the various program activities are the factors which reflect the organization of the activity. Such an organization is not the same for all types of activities. Such an organization is obviously not the same for all types of activities. Some form of instructional strategy will, however, enhance the effectiveness of inservice activities (Broyles & Tillman, 1985; Gall & DeBevoise, 1983; Guskey, 1985; Purington, 1983). Providing the variety of activity necessary to meet the needs of the multiple contexts, purposes, content, organizations

and individuals requires a lot of options. Accordingly the activities are organized here in terms of individual, team and building or district activity (see Figure 5).

Figure 5
Program Activities

FOCUS AND TYPE OF INSERVICE ACTIVITY
- -Individual Activity:
  - Action research and development
  - Conferences/workshops
  - Credit courses
  - Program visitations
  - Self-directed projects
  - Supervision/observation
  - Professional presentations/teaching
- -Team Activity:
  - Action research and development
  - Collegial action groups
  - Conferences/workshops
  - Consultation/technical assistance
  - Interactive research projects
  - Program visitations
  - Supervision/observation
- -Building/District Activity:
  - Conferences/workshops
  - Consultation/technical assistance
  - Credit course
  - Supervision/observation

PLANNING INSERVICE ACTIVITIES
- -Purpose & objectives
- -Initiation & participant focus
- -Time frame & follow up
- -Leadership, resources & setting
- -Recognition/support

CONDUCTING INSERVICE ACTIVITIES
- -Development of awareness
- -Development of information
- -Practice & application
- -Feedback & coaching

Various levels of knowing are also an important condition in determining the way to treat the content and in choosing a particular program or activity (e.g., awareness, informing,

performance and problem solving), and strategies for carrying out these activities may also utilize models of instruction (Joyce and Showers, 1980).

A typical approach to follow in the analysis of program activities is relating the focus of the activity to the inservice purpose. In other words planning the comprehensive program involves provision of activities for individuals, teams, and/or building or district faculty for each of the major inservice purposes (see Figure 6).

Figure 6
Development of Program Activities

PURPOSES	FOCUS OF ACTIVITIES			
	Individual	Team	Building	District
Organizational Goals & Program Development				
Continuing Education & Professional Improvement				
Personal & Professional Work Needs				

Summary of Process for Designing or Analyzing Practice

In summary three phases to the design process provide the basis for designing and/or analyzing an educational practice. These include the contextual conditions, the plan or description, and testing the design. The procedural model reviewed here provides the structure for the practice of inservice teacher education (see Figure 7). The elements of this model provide a

broad conceptualization of inservice teacher education programs.

Figure 7

Procedural Model for Inservice Education

PURPOSES/GOALS:

1. Goals and Program Development
2. Continuing Education and Professional Improvement
3. Personal & Professional Work Needs

RATIONALE AND CONCEPTUAL PERSPECTIVE:

1. Preparation Programs Continue Throughout a Person's Career
2. Inservice Programs are Based on the Diverse Needs of Individuals and Organizations
3. Organizational Support is Central to Systematic Inservice Programs

OPERATIONAL ELEMENTS FOR CONDUCTING PRACTICE:

1. Organizational Structure
2. Leadership Roles
3. Inservice Support System
4. Programmatic Objectives and Content
5. Program Activities

By fully studying and describing each area and identifying relationships among these areas a more comprehensive and organized picture of the field can be brought into focus. This format focuses on the design of inservice programs, but also attempts to clarify further needs in conceptualizing key issues and in formulating questions for research.

Chapter 3

ANALYSIS OF PROGRAM

Analyzing the inservice program for a district encompasses a wide range of issues and events as indicated by the procedural model described in Chapter 2. Coupled with elements included in this model is a need to provide some contextual description of the setting in relation to staff development. Based on this analysis and program description assumptions of practice are formulated which reflect the principles underlying the practice as it is designed. Each of these aspects of the inservice program in this district will be elaborated on in this Chapter. The various elements of this model are outlined in Figure 7 (page 29).

A set of questions were used to guide the interviews conducted with twelve staff members. The focus of these interviews was on information related to the elements in the procedural model and particularly the identification of program activities. Identifying and describing the specific activities provided the major data base and were written as vignettes (see examples in Appendix C).

Contextual Features of District

The District involved in the study has a student population of approximately 4500 and a teacher population of 215. Individual buildings include one high school, one junior high and one middle school, plus five elementary schools. A separate administration building houses the central staff. The District has a contract with teachers through the Michigan Education

Association.

The socio-economic level of the residents is wide ranging including manufacturing workers and professional workers. The District does not have any major industry, but is attached to a larger city with considerable industry, a cultural center, and a community college and university.

The inservice program has evolved over a period of several years following initiatives by several administrators and the leadership of some staff members. Close working relationships with the Intermediate School District and supplementary funding from the state staff development program lend external support and leadership to District activities.

Purposes/Goals for Inservice

Inservice activities in which staff engaged were primarily for purposes of organizational development or continuing education (see Figure 8). These activities include a wide variety of content and activity format with some being very individualized and some including all district staff members.

Only one of these activities was identified in the personal and professional work needs area and it was not soley for this purpose. Its possible that activities related to this purpose may not have been mentioned by individuals due to a lack of perception for its relationship to inservice or simply a personal preference for anonymity.

The three major purposes for inservice (see Figure 1, page 11) are obviously not completely discrete as the activities could

frequently benefit individuals in differing ways. Further, a clear focus was not necessarily defined by the initiators of each activity. Yet, by interpreting the interview comments and general descriptions of each activity this classification appears to be representative of the intentions.

Figure 8
Inservice Activities of Staff

Organizational Goals and Program Development:

- Art Workshop
- Sesquicentennial Program
- ITIP Training Program
- Reading Program
- Workshop on Parent Conferencing
- Writing School Improvement Goals
- Workshop on Personal Safety Curriculum
- Workshop on Elementary Math Teaching
- Workshop on Supervisory Skills
- Workshop on Sex Equity
- Training Program on Computers

Continuing Education and Professional Improvement:

- Conference on Social Studies
- Course Work for Masters Degree
- Conference on Chemistry
- Regional Meetings with Chemistry Teachers
- Workshop on Discipline Techniques
- Conference for AASSP
- Seminar on Reading in Content Area
- Personal Reading on Gifted & Talented Curriculum
- Conducting Workshops for North Central Review
- Regional Meetings on Counseling Issues
- Conference on College Admissions
- Conference on Sexual Abuse
- Personal Reading on General Education Issues
- Leadership for Curriculum Development & Implementation
- Task Force to Plan Science Inservice
- Workshop on Effective School Coaching
- Workshop on Discipline for Dignity
- Conference on Science Education
- State Forum on Educational Improvement
- Planning Science Inservice

Personal & Professional Work Needs:

- Alcohol Education Workshop

At least one activity can be identified with the items listed under each of the major purposes except for purposes of orientation and induction, and job transfers. But even here, with very few new faculty in the District, some provisions are provided for assistance. An example of teacher comments used to identify purpose is; "Some of the inservice days in school have been for school improvement" which shows the relationship to the purpose of organizational goals and program improvement.

Given these results individual staff appear to be extensively involved in inservice for continuing education and professional improvement. Limited activities are apparent in the area of personal and professional work needs although opportunities for leadership development and a supportive professional environment are present. The major goals for the inservice program which appear to be in operation in this District can be described as:

1. Review, develop and implement changes in the curriculum. Involved in these changes is teacher input and the inservice activities necessary for staff to put the changes for curriculum and/or instruction into place.

2. Establish and carry our school improvement goals. Associated with this process is provision for teacher input and the inservice activities needed to achieve the goals.

3. Provide opportunities for individual faculty to pursue inservice activities which they identify as important to them personally.

4. Facilitate staff development and curriculum improvement activities with faculty and administrators providing and developing the necessary leadership.

Rationale For Inservice Program

Undergirding the inservice program for this district is a belief that staff and administrative collaboration is essential to provide a quality curriculum. This collaboration manifests itself in providing opportunities for leadership development among staff, for supporting many individual staff development opportunities, and for the variety of staff support provided by the District.

Illustrations of these conditions are found in the District organization for curriculum improvement. Teachers and administrators work together on curriculum committees within each building and across the entire district for all subject areas. Providing release time for teachers to work in these committees, and supporting teachers in the development of materials to use in conducting inservice for other teachers are examples of District support. The curriculum committees may meet up to once per month with release time from classrooms for the members. A total of 55 (out of 215) teachers in the District have major responsibilities in the curriculum/staff development activities. In addition many more teachers are members of building committees for staff development and school improvement. The following conditions have been identified from the various District activities and reflect a rationale for the district inservice program.

- -The quality of the school program is dependent on both staff and administration competence.
- -Teachers need continuing education and are not fully prepared initially for many instruction, curricular, or organizational responsibilities.

-Teachers have a wide range of needs and bring a range of experience to their job.

-The organization should support teacher improvement.

-Teachers should be given organizational support for some of their individual development work.

A general rationale for the inservice program in the District implies the need for continuous improvement and change as new knowledge is generated about teaching and as changes in society impact on the curriculum needs. The committee structure is a basic vehicle for achieving the curriculum and staff development needs, as they are continuous and committee members are expected to be actively pursuing a planned cycle of review which will affect either staff or curriculum development. Yet, there seems to be inconsistent perceptions of the reinforcement for some aspects of this rationale. In one instance an individual stated that "sharing among teachers is sporadic" while another indicated "there is lots of opportunity for teacher sharing now." Further efforts are being initiated to provide greater opportunity and visibility for individual activity while several examples already exist for such personal development (e.g., attending a social studies conference).

The conditions present in the current program clearly reflect the broad areas of an inservice rationale indicated in Figure 2 (see page 20). The need for continuous development, proivision for diverse faculty needs, and organizational support for inservice are all indicated by the conditions provided.

Operational Elements for Conducting Inservice

Following the list of operational elements indicated in

Figure 3 (see page 21) descriptions of each category are provided. These major categories include:

-Organizational Structure
-Leadership Responsibilities
-Inservice Support System
-Programmatic Objectives and Content
-Program Activities

The overall organizational structure for the inservice program is intimately tied to the curriculum development process, the Section 97 funds for staff development through building professional improvement committees and through building school improvement committees. These multiple groups each have some responsibility for staff development but they are all coordinated by the Director of Curriculum. In this manner coordination among what appear as diverse groups can be managed.

Organizational Structure

The overall inservice program structure is multi-dimensional and at the district level includes two sets of committees, a committee specifically for deciding on use of Section 97 staff development funds and each building with a Professional Improvement Committee. The curriculum committee structure in the District actually provides more staff development because it is tied more directly to the curriculum development process. These committees include a district committee oriented to subject areas, with district wide subject area committees and building committees. Within each building these subject areas committees are complimented by grade level and/or departmental committees.

A third committee structure centered in each building is the

School Improvement Committee. These groups focus on the building needs and develop yearly goals for improvement. Much of this effort is directed at some form of inservice activity at the building level. This structure reflects a multiple approach to inservice and is coordinated at the district level by one person, the District's Director of Curriculum.

A structural chart of the curriculum committee system shows the staff representation on each committee (see Appendix D). This committee structure provides for both a building focus and a district-wide subject focus. Decisions for staff development appear to be open to all the committees subject to administrative or Policy Board approval. This structure appears to serve district and building activities with some team or group activity as related to organizational purposes.

Except for Section 97 funds no specific money is earmarked for inservice. A portion of this money provides for the six one/half day district wide inservice activities yearly. The use of Section 97 money is apportioned across ISD, district and individual school activities. Drawing from a general budget curriculum and inservice needs are provided based on the decisions reached through the structure indicated. Staff development money for teacher release time, and other costs for activities carried out at the building level are included in a budget for each building.

Needs for inservice are identified through the committee system described. Further efforts which are more systematic or comprehensive in terms of a broad set of curriculum goals are not

included in the system as indicated by one individual's comment "inservice should be based on more needs assessment and then provide for an indepth focus."

No special facilities or center is provided for inservice. Opportunities to use the facilities at the ISD (located nearby) or the nearby university do provide some good external facilities. This condition also is indicative of a positive relationship with these external agencies. No other major networking system exists beyond these agencies. No formal record keeping and/or evaluation system for inservice appears to be used in the program.

Leadership Roles

As indicated by the rationale expressed for inservice activities in the District extensive use is made of faculty for leadership roles. Functioning as chairs of curriculum committees, and participating in the Professional Improvement and School Improvement Committees leadership responsibility is distributed across a large number of the District's professional staff.

Peers work with other faculty in conducting staff development programs. The most active curriculum committees have a system for developing their own leadership skills and inservice planning so they can provide the inservice needed for implementation of curriculum improvements (see vignette on Reading Program in Appendix C). Staff may also engage in external opportunities to develop leadership skills i.e., attending a conference on supervision for a week.

The roles played by administration and faculty in leadership functions is diverse ranging from district wide planning and coordination to very specific support activity with individuals. A certain evolution of roles appears evident as some individuals extend their work in implementing new instruction (e.g., use of computers) to direct contact with teachers e.g., coaching. Such actions indicate a supportive and feedback role and an attempt to establish a consistency of program across several buildings.

The following leadership roles appear to be present in the District:

- -Develop school improvement goals and review curriculum for possible changes.
- -Obtain background information from outside sources on proposed curricular or instructional changes.
- -Develop plans and conduct inservice activities related to curricular or instructional changes.
- -Provide a network for faculty communication on professional activity.
- -Provide leadership for committees working on curriculum, school or staff development

Faculty have developed expertise in leadership roles through District supported inservice (e.g., one week workshop on supervision), and by individual attendance at workshops on coaching. The inservice program for science and ITIP have also provided opportunities for leadership development. This practice has become well received as indicated by one person suggesting "that training should be added to the responsibilities of the curriculum leaders."

Inservice Support System

Faculty and administrators responsible for implementing instruction or curricular changes have release time to work directly with teachers as they initiate these changes in their classes (see vignette on sesquicentennial). In this process direct feedback may be provided to individuals, and certainly those faculty providing the leadership obtain recognition for their work. Although not always appreciated as one person indicated "it's not real rewarding" others indicated a very positive reinforcement e.g., "its empowered the people." Assistance from the ISD for ITIP and writing school improvement goals and from the MDE for the reading program provide some individual and organizational linkages to external agencies.

Recognition in the form of support for release time and sometimes conference attendance is liberally provided as shown by the comments; "I can get release time with no problem" and "I got my principal to pay for my conference."

Articulating school goals to all faculty and relating individual goals to those of the school is visible through faculty leadership. Faculty may initiate activities which are adopted by the District e.g., training for computers, workshops on North Central Review and parent relationships. By stimulating school goals through the School Improvement Committees many personal goals become school goals. With intensive inservice planning e.g., in the Reading Program all teachers become involved in the district goals.

Few programs outside of the formal curriculum committee

system or School Improvement Committees appear to be initiated except as individuals pursue their own continuing education activities. These activities may be directly related to the district (personal study of gifted and talented programs) or only peripherally related (educational systems).

Few new teachers have been added to the staff during recent years but some buildings do provide a "buddy system" where staff have been added.

The overall professional environment appears to provide support faculty interested in improvement. Through financial support and through opportunities for initiation of programs through the committee structure a norm of innovation and improvement is established.

Programmatic Objectives and Content

By organizing the content (as interpreted from the program activities) into the three major categories for programmatic content we find several areas of content related to each category (see Figure 9: These categories are more fully described on page 26). The content included in some of the activities cuts across multiple categories as the content is diverse and the activities extensive. The best example of this breadth of content is the Reading Program which includes dimensions of teaching tasks, specialized subject matter and leadership development. The detail on the content obtained in interviews about the various activities is too limited to provide a more detailed analysis. Data on objectives from each of the program vignettes, however,

does indicate the areas which were given the greatest amount of attention.

The main emphasis for pedagogical content in this program is on tasks of teaching. Some course work was obviously included in the M.A. studies pursued by one teacher and the reading program has a focus on learning which ties it to the educative process. These activities appear as exceptions to almost a complete focus on the teaching tasks dimension of this category. The teaching tasks include a strong focus on instructional strategies as exemplified by ITIP and various methodologies and management techniques. Not apparent in the activities is a broad study of instructional design or student evaluation.

The curricular areas cut across a broad range of subjects primarily as they were pursued by faculty on an individual basis. Group or building activities included reading, math, sex equity, art, personal safety, alcohol and creative dramatics. Some attention appears to have been given to general education e.g., sexual abuse and alcohol while one activity specifically addressed the process of curriculum development.

An extensive range of activities provided content in the leadership/development areas. Planning, coaching, supervision, and curriculum implementation were emphasized in various program activities. Concepts on adult and personal development may have been included in some of the leadership areas but were not given much emphasis.

Figure 9
Objectives and Content of Program Activities

PEDAGOGICAL CONTENT:
- Sesquicentennial Program
- ITIP Training Program
- Reading Program
- Workshop on Parent Conferencing
- Course Work on Masters Degree
- Training Program on Computers
- Workshop on Elementary Teaching
- Meetings with Chemistry Teachers
- Workshop on Discipline Techniques
- Seminar on Reading in Content Area
- Personal Reading on Gifted & Talented Curriculum
- Conference on Sexual Abuse
- Personal Reading on General Education Issues
- Workshop on Discipline for Dignity
- Conference on Science Education

CURRICULAR CONTENT:
- Art Workshop
- ITIP Training Program
- Reading Program
- Workshop on Personal Safety Curriculum
- Workshop on Sex Equity
- Conference on Social Studies
- Course Work for Masters Degree
- Conference on Chemistry
- Meetings with Chemistry Teachers
- Seminar on Reading in Content Area
- Personal Reading on Gifted & Talented Curriculum
- Personal Reading on General Education Issues
- Conference on Science Education
- Alcohol Education Workshop

LEADERSHIP/DEVELOPMENT CONTENT:
- Reading Program
- Writing School Improvement Goals
- Workshop on Supervisory Skills
- Course Work for Masters Degree
- Conference for AASSP
- Conduct Workshops for North Central Review
- Meetings on Counseling Issues
- Conference on College Admissions
- Leadership for Curriculum Development & Implementation
- Task Force to Plan Science Inservice
- Workshop on Effective School Coaching
- State Forum on Educational Improvement

Program Activities

Analyzing the activities in which faculty participated includes the participant focus, the activity planning and conduct

of the activities.

Focus and type of activity. The focus of activities on individuals, teams, buildings, or the district is one means of classification. Adding this classification to that of purpose provides a better picture of the comprehensive nature of the activities (see Figure 10).

An analysis based on this matrix of purpose and focus shows that the majority of inservice activities are for the purpose of continuing education and professional improvement and are focused on the individual (see Figure 11). The additional activities are distributed among a building and district focus and are primarily for purposes of organizational goals and program development. The fewest number of activities appear for the team focus. When viewing the number of activities in each cell its important to consider the total number of staff who might be involved. Its obvious that building activities will include most of the faculty in the particular building and district activities include most of the district staff.

Planning inservice activities. Each of the planning elements can be found in the vignettes and contributes significantly to the analysis of the other dimensions of the inservice program. In fact these vignettes provided one of the major sources of data on which other issues were determined and interpreted.

Figure 10
Inservice Activities According to Purpose and Participant Focus

Purpose: Organizational Goals and Program Development
-Individual Activity:
-Team Activity:
-Building Activity:
- Art Workshop
- Workshop on Parent Conferencing
- Writing School Improvement Goals
- Workshop on Personal Safety Curriculum
- Workshop on Elementary Math Teaching
- Workshop on Sex Equity

-District Activity:
- Sesquicentennial Program
- ITIP Training Program
- Reading Program
- Workshop on Supervisory Skills
- Training Program on Computers

Purpose: Continuing Education and Professional Improvement
-Individual Activity:
- Conference on Social Studies
- Course Work for Masters Degree
- Conference on Chemistry
- Meetings with Chemistry Teachers
- Workshop on Discipline Techniques
- Conference for AASSP
- Seminar on Reading in Content Area
- Personal Reading on Gifted & Talented Curriculum
- Conduct Workshops for North Central Review
- Meetings on Counseling Issues
- Conference on College Admissions
- Personal Reading on General Education Issues
- Workshop on Effective School Coaching
- Workshop on Discipline for Dignity
- Conference on Science Education
- State Forum on Educational Improvement

-Team Activity:
- Leadership for Curriculum Development & Implementation
- Task Force to Plan Science Inservice

-Building Activity:
- Conference on Sexual Abuse

-District Activity:
Purpose: Personal & Professional Work Needs
-Individual Activity:
-Team Activity:
-Building Activity:
-District Activity:
- Alcohol Education Workshop

The elements used to describe each activity in the separate vignettes include (see Appendix C):

ACTIVITY: (General format and setting)
- -Purpose & Objectives
- -Initiation & Participant Focus
- -Time frame & Follow-up
- -Leadership & Resources
- -Recognition & Support

This format also appears to provide a viable set of items for use in planning inservice activities. The vignettes, although sometimes limited in data, appear to capture the overall description for most activities. A major problem in writing the vignettes was a lack of sufficient information. This structure for describing the vignettes of program activities actually evolved from the reviews of interviews and classification of the several program activities and does appear to serve as a basis on which activities might be planned and/or analyzed more fully.

Figure 11
Focus of Inservice Activities in Relation to Purpose

Purpose	Individual	Team	Building	District
Organizational Goals & Program Development			6	5
Continuing Education & Professional Improvement	16	2	1	
Personal & Professional Work Needs				1

Conducting inservice activities. Insufficient information was also obtained for the specific strategy used in conducting the activities. The details obtained on the Reading Program were more extensive and clearly provide a picture of the strategy

used, (a) development of awareness, (b) provision for obtaining the necessary information, (c) practice and application, and (d) for feedback and coaching. By initiating a series of meetings across the entire district, on a building basis, an awareness was developed among staff regarding the possiblilities for change. Setting up teams of faculty in each building to develop the fundamental and procedural knowledge necessary to adopt the changes, and providing a sequence of steps for learning, practicing and getting help for trying out each new technique contributed to the fulfillment of the strategy.

Other inservice activities e.g., credit course, conferences, and much personal activity would probably not follow such a strategy. But, where applicable it appears central to the success of inservice activities.

Assumptions Underlying The Inservice Program

This design process provides a means for relating research studies to the knowledge of practice. A key part of the process are the assumptions of practice which were formulated in relation to the various elements of the design. These assumptions are statements formulated from the actual design and capture the underlying principles of the design. Using these assumptions conclusions from related research studies can be matched to the practice. The negation of assumptions of practice by these research conclusions will raise questions regarding the efficacy of that particular aspect of the design.

Assumptions of practice for the inservice program in this

case study are:

1. Staff development is an essential element of the curriculum implementation process.

2. Multiple groups with staff development responsibilities can effectively function within a single district.

3. Special facilities and/or resources are not necessary to carry out staff development activities.

4. Both building and district wide organizational structures are needed for staff development planning and implementation.

5. Staff development activities can be supported out of a general district and building budget.

6. Collaboration with external agencies extends the available resources and opportunities for staff development.

7. Faculty leadership is central to conducting multiple staff development activities within a district.

8. Peers can be highly successful leaders of staff development programs.

9. Administrative leadership which is supportive and collaborative with faculty is basic to the conduct of a comprehensive inservice plan.

10. Preparation and training in leadership skills is necessary for conducting effective inservice activities.

11. Faculty involvement is essential in school planning and operations, and in developing and implementing curriculum.

12. An extensive faculty/administrator committee system provides communication across buildings and programs.

13. Leadership roles can be distributed across many individuals not just those with administrative jobs.

Summary of Program Analysis

The District analyzed in this case study is a medium sized suburban school system without any special funding resources. The analysis provided here includes the identification of inservice activities in which the participants engaged during the past year. Drawing on this data as organized in a set of vignettes

together with notes from interviews a description of the District's inservice program has been provided. Within the parameters of the procedural model for inservice education on which this case study was based the description is limited by the extent of specific detail about activities obtained during the interviews.

As described here there is an extensive and quite complex system in place for staff development in this District. Coupled with the curriculum development process and an organization for school improvement planning the inservice program is responding to many individual and district needs. There is also evident an element of planning and anticipation of district and individual goals. Leadership for the multiple inservice activities is diverse including administrators and many teachers.

Chapter 4

GENERAL PERSPECTIVES AND PROBLEMS

Inservice teacher education is now considered central to the improvement of education. Tied to curriculum and instructional development the various learning experiences provided for staff also facilitate school improvement. The improvement of inservice programs as a vehicle for these activities, is dependent on a comprehensive and integrated approach. Specific activities are not as important as is an overall scheme which will be responsive to district and individual needs and goals.

The process used in this case study was formulated to provide a guide to analyze and design a district wide inservice program. Given the purposes for this study and the research questions several perspectives regarding the program will be indicated together with some possible problems in the program.

General Conclusions Regarding Program

The three major categories of the procedural model used for analyzing the program included purposes, rationale and operational elements. By focusing on these dimensions an overview of the inservice program was obtained (see Appendix E).

District purposes for the inservice program compared very closely to the purposes and goals included in the procedural model. These purposes encompass needs of the school, and of individual teachers. Although this program was not designed using this procedural model examples of program activities include most of the purposes and goals suggested for a district inservice. Limited attention, however, was given to the goals for personal

and professional work needs.

The rationale which is derived from what actually is happening in the inservice program appears to reflect many of the items proposed in the procedural model. The District does provide considerable support for the organizational needs and for individual development needs. In terms of facilitating inservice the greatest focus is for institutional activities. Within this context there is a perspective that change is necessary and that staff need to engage in ongoing learning experiences. By supporting a wide range of such experiences there is a communication to staff that the school is interested in and supportive of a quality education program and staff performance.

Analyzing the broad array of operational elements provides a perspective on the actual conduct of the inservice program. There is an extensive organizational structure which includes multiple groups. These groups work at the building levels and across the District but appear to function in different arenas. Coordination of the groups appears to be in the hands of the principals and the Director of Curriculum which provides a direction and linkage among the groups. Other than this organizational scheme there appears to be minimal attention to the remainder of the organizational issues. The exception to this generalization is that funding of inservice work is considerable and with few limitations.

Leadership for the various inservice activities is shared with faculty and includes some support for the development of

faculty skills in leadership. There are many roles being served by faculty matching up well with those proposed in the procedural model. The support system is reflected primarily in providing time for faculty to engage in inservice and in the working relationships which are generated through the heavy faculty involvement in curriculum development.

The programmatic dimensions of the various inservice activities are extensive but this may result more from the initiation of activity by individuals. It is in the area of continuing education and professional improvement that a broad spectrum of curricular and pedagogical content are addressed. Development of leadership skills was pursued with both an organizational and an individual focus.

Program activities were many and varied but with the limited amount of data on the actual planning and conduct of these activities a full analysis of them is difficult. Examples which were more fully described do reflect very strong planning efforts.

Given these results individual staff appear to be extensively involved in inservice within the context of professional improvement. As a purpose the personal and professional work needs, as defined here, do not appear to be planned although opportunities for such development and a supportive professional environment are evident.

Problem Areas in Program

Is it possible to use this process to identify and define problems within an inservice program in addition to its use for

design and analysis? As indicated through the report some elements in the procedural model were not fully developed and some were not really part of any organized plan. It is important to note of course that most districts and certainly one of this size will not offer a complete range of programmatic content or opportunities for the entire staff. Choices have to be made within the contextual conditions of the district. In addition this study did not include all faculty members in the District and their activity might fill in some of the missing pieces. Based on these qualifications the following items could be explored further to determine if and how they might limit the effectiveness of the inservice program.

1. There is limited team type of activity for action research and collegial action groups especially outside the structure of the curriculum development process.

2. There is limited activity in the area of personal and professional work needs especially for new and/or transferred faculty.

3. The multiple sources and conduct of inservice activity could be perceived either as an advantage or as a lack of coordination. Any judgment on this issue would need further exploration.

4. There is very little relationship between teacher evaluation and individual development activity. No clear support is available on the benefits of this linkage but it would appear that some form of individual guidance would be useful given the

large number of inservice activities in which individuals engage.

5. Recognition is evident for individual faculty being given recognition by peers for their work on curriculum and staff development activities. Individual efforts which aren't organizational programs don't provide for the same level of recognition leaving individual activities somewhat loosely identified.

Potential Areas for Program Modification

Measuring these possible limitations against the Program's purposes and goals would add to their clarification and importance. Comparing the assumptions of practice with conclusions from related research also provides a means for identifying possible problems and/or limitations of the program. In this instance research doesn't appear to negate any assumptions which have been formulated as much as it just isn't available. Can multiple groups dealing with staff development function effectively within a district of this size? Should this kind of district have a special center for staff development planning and resources? Should there be a wider networking system to bring in more or different ideas? These are some of the assumptions for which there is little related research.

Overall the use of this procedural model appears to provide a guide for the analysis and/or design of a district wide inservice program. The basic elements needed for a program such as described here, and which in this District are mostly included, appear to serve as a framework for inservice and as a basis on which problems in the program could be defined.

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DRAFT: 4/1/88
R. Hatfield

Appendix A

The Goal-Design Process for Developing
Educational Practice

I. DEFINE AREA OF EDUCATIONAL PRACTICE TO DESIGN OR ANALYZE
(Refer to taxonomy or functions of knowledge domain.)

II. DEVELOP A PROCEDURAL MODEL FOR STRUCTURING AN EDUCATIONAL PRACTICE

A. Review and summarize research studies:
-analytical studies
-descriptive studies
-causal/predictive studies
-evaluative studies

B. Review and summarize descriptions of exemplar practice

C. Formulate elements of the procedural model
-purposes/goals
-rationale and conceptual perspective
-operational elements

III. DESIGN/ANALYZE AN EDUCATIONAL PRACTICE

A. Describe context and setting for practice

B. Plan/describe practice based on procedural model
-purposes/goals
-rationale and conceptual perspective
-operational elements

C. Formulate assumptions underlying the design or description of practice
-compare assumptions with related research, goals, context
-modify design based on negation of assumptions

D. Test practice as designed/modified.

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Appendix B

STEPS IN DESIGNING/ANALYZING AN EDUCATIONAL PRACTICE

==========

Describe Context & Setting Where The Design Will Be Used

(History, Organization policies, Resources, Personnel, Population, Time parameters, Decision-making process)

==========

Plan/Analyze The Design

-Review research summaries

-Develop/describe design using procedural model

State purpose/goals for the practice
State rationale and conceptual perspective
Describe operational elements for conducting practice

-Formulate assumptions underlying elements in the design

==========

Test/Modify The Design

-Extent of purposes/goals achieved and outcomes obtained

-Compare assumptions of practice to research conclusions:
(propose modifications where assumptions are negated or outcomes don't match goals of practice)

-Assess level of implementation for the practice

-Identify and describe problems limiting success of practice

==========

APPENDIX C

Vignettes of Program Activities

ACTIVITY: Sesquicentennial Program

This program was part of the state-wide promotion for the Michigan Sesquicentennial celebration. A teacher from each building in the district was selected to provide leadership and to attend out-of-district conferences to obtain information and resources for use in developing the district program. The teachers then planned building inservice activities to develop a building program.

-Purpose & objectives: Develop a curriculum on Michigan for each building. Provided ideas for student activities and information on Michigan to engage students in learning about Michigan.
-Initiation & participant focus Initiated by Professional Improvement Committee. The focus was on both a faculty leadership team and the total district faculty.
-Time frame/follow-up: Conferences, building workshops and informal communication occurred throughout the year. Extensive informational activity took place among teachers in each building.
-Leadership, resources & setting: Faculty provided the program leadership. Information was obtained from the state and other individual sources. Activities occurred at a state conference and in local buildings.
-Recognition/support: Faculty leaders were provided release time to attend conference and to plan workshops. Teacher workshops were held before school as provided in teacher contract.

ACTIVITY: Parent Conferences

Workshop on conducting a successfull parent-teacher conference.

-Purpose: To improve parent relations and increase more positive contacts between parents and teachers.
-Initiated by: School Improvement Team.
-Participants: Faculty within building.
-Setting/context: Workshop conducted in building.
-Time frame/follow-up: A one-half day workshop.
-Leadership & resources: Two teachers within the building who were interested in this problem developed the plans, materials and conducted the workshop.
-Objectives & content: Provided four specific techniques for conducting parent conferences.
-Recognition/support: Regular release time for inservice. Teachers who conducted the workshop received some release time to do the planning.

ACTIVITY: Reading (Learning) Program

The District Reading Committee was given responsibility through the Curriculum Committee to review, plan and initiate changes in the reading program in line with the changes proposed in the MEAP testing program. This emphasis is on thinking and comprehending and so the committee changed its name to "Learning Task Force." In addition the secondary teachers were brought into the activities in order that they might also utilize the information on student thinking and learning. The activity involved the Task Force members obtaining information on changes in the reading program, organizing a plan for developing changes in the curriculum, obtaining materials and providing inservice for the entire district staff. The Task Force members provided some of the leadership for staff development activities.

-Purpose & objectives: The program was for improving student reading achievement across entire district through focusing on thinking and learning strategies to be prepared for changes in MEAP reading test. A faculty leadership team was also developed to serve as a resource for conducting workshops and coaching other faculty members. Objectives included the development of instructional skills which enhance student learning and thinking as it applies to learning to read and process written information. The leadership objective was to develop faculty leaders who could develop and implement the program.
Initiation & participant focus: The program was initiated by the District Curriculum Committee. The focus of the program was on the Task Force Team and entire District faculty.
-Time frame/follow-up: The program was set up for a three year development. Activities include many building workshops, team workshops and individual coaching. Faculty leaders spend considerable time in developing materials and providing follow up to teachers throughout the project. Building teams will learn new techniques on a scheduled basis and progress through them over the course of several months. Informational materials were distributed to teachers during the year.
-Leadership, resources, & setting: Outside experts were involved with the core faculty leaders. Faculty leaders worked with remainder of faculty across all grade levels. Resources included materials and the development of training and instructional activities. Out-of-district conferences, district workshops, and building workshops served as sites for activities.
-Recognition/support: Release time provided to faculty leaders for workshops and development and working with other faculty. All teachers provided release time for district inservice, and meet at contracted times within each building (before school).

ACTIVITY: Alcohol Education Workshop

One of the district inservice days was used to provide information to the entire staff on alcohol abuse and problems associated with it.

-Purpose & objectives: The program was to provide teachers background on alcoholism and offer individual counseling if anyone made a request. The session was information providing background on alcohol abuse.
-Initiation & participant focus: The program was initiated by the Professional Improvement Committee for district faculty participation.
-Time frame/follow-up: One-half day with follow-up on an individual basis was provided. The workshop was held as part of the district inservice day.
-Leadership, resources & setting:A crisis intervention team provided the leadership for the workshop. A committee on coping is functioning within the district was available to provide staff assistance.
-Recognition/support: Release time for the inservice day was provided.

ACTIVITY: Creative Dramatics

A workshop offered by the ISD. Individual teachers could choose to attend.

-Purpose & objectives: The workshop was to improve the school's educational climate. Faculty developed ideas on using creative dramatics in school to stimulate students.
-Initiation & participant focus: The workshop was initiated by the School Improvement Committee for interested individuals in one building.
-Setting/context: The program was conducted at Ingham County Curriculum Council meeting.
-Time frame/follow-up: The program was for about 2 hours.
-Leadership, resources & setting: University faculty and students. Program offered in local hotel at a regular Council meeting.
-Recognition/support: Release time for teachers attending session.

ACTIVITY: Art Workshop

This program was part of the school improvement plan for a building. Teachers worked with a local artist during part of their inservice day to learn about student activities for use in their classroom.

-Purpose & objectives: Improvement of fine arts curriculum in the school. The information dealt with student art activities.
-Organization & setting: The workshop was set up as a total faculty presentation and was held in the school during a regularly scheduled inservice day.
-Initiation: School Improvement Committee.
-Participant focus: Building faculty.
-Time frame/follow-up: One/half day.
-Leadership & resources:The workshop was developed by three faculty and was conducted by a local artist.
-Recognition/support: Release time provided for the workshop.

ACTIVITY: ITIP Training

ITIP training is provided on a 2 day, 2 day, and 1 day cycle for staff. The goal is to have all teachers in each building complete this program.

-Purpose & objectives: The training is designed to provide instruction to all teachers in the district to improve their instructional practice and to encourage teachers to observe each other. The content includes the model of instruction developed by M. Hunter. Some attention is also on aligning tests, objectives and texts.
-Initiation & participant focus: The program was initiated by School Improvement Teams and includes faculty and administrators.
-Time frame/follow-up: The training requires five days. Teachers may sign up for a second training series if they choose to do so. Training is held during summer as well as during the school year.
-Leadership, resources, and setting: Leadership for the program is provided by ISD. Workshops are held at the ISD center by their staff.
-Recognition/support: Release time provided.

ACTIVITY: Workshops on School Improvement Planning

One workshop was held with building staff with a follow-up assessment of the building staff.

-Purpose & objectives: To develop school improvement goals and to set a school mission statement. Faculty learned about the correlates of school improvement and how to set goals. To formulate school goals and a school mission statement.
-Initiation & participant focus: The workshop was initiated by the School Improvement Committee for building staff.
-Time frame/follow-up: A one/half day workshop was followed by completion of an assessment instrument. The School Improvement Committee used the goals as the basis for further inservice planning.
-Leadership, resources, & setting : The workshop was conducted by staff from ISD. The workshop was conducted in one building.
-Recognition/support: Release time as per contract on inservice.

ACTIVITY: Attend State Social Studies Conference

A faculty member participated in a state social studies conference.
-Purpose & objectives : The purposes was for continuing education development. The faculty member wanted to gain information and resources on teaching social studies.
-Initiation & participant focus: The activity was initiated by the state Social Studies Association with the individual teacher making the choice to attend. Individual teachers attended the conference..
-Time frame/follow-up: Conference held for one day.
-Leadership, resources & setting: Association members and conference speakers provided the leadership.
The Conference was held in Southfield.
-Recognition/support: Release time and registration costs provided to teacher.

APPENDIX D

Organization of Curriculum Committees

K-5 Discipline Leader
6-7 Communication Arts
Jr. High Communication Arts
Sr. High Communication Arts
2 Administrators (Elem/Sec
1 Media Representative
1 8-12 Foreign Language

K-12 Communication Arts

K-5 Discipline Leader
6-7 Science/Health
Jr. High Science/Health
Sr. High Science/Health
2 Administrators (Elem/Sec

K-12 Science Health

K-5 Discipline Leader
6-7 Social Studies
Jr. High Social Studies
Sr. High Social Studies
2 Administrators (Elem/Sec

K-12 Social Studies

K-5 Discipline Leader
6-7 Mathematics
Jr. High Mathematics
Sr. High Mathematics
2 Administrators (Elem/Sec

K-12 Mathematics

Jr. High Business
Sr. High Business
Jr. High Industrial Arts
Sr. High Industrial Arts
Jr. High Home Economics
Sr. High Human Ecology
Secondary Administrator

Vocational Education

K-12 Fine Arts
K-5 Physical Education
6-12 Physical Education
2 Administrators (Elem/Sec

Avocational Education

K-12 CURRICULUM COUNCIL

Composition: 27 Total

6 - Chairpersons of Subject Area Strands
3 - High School Chairpersons
2 - Junior High Chairpersons
2 - Middle School TAC Representatives
5 - Elementary Coordinators
4 - Parents (1 from each level)
1 - Elementary Principal
1 - 6-12 Principal
1 - H.E.A. Representative
1 - Special Education Representative
1 - Director of Curriculum

Guidance and Media

Specia Task Force

[redacted] K-2 Coordinator 3-5 Coordinator

[redacted] K-2 Coordinator 3-5 Coordinator

[redacted] K-2 Coordinator 3-5 Coordinator

[redacted] K-2 Coordinator 3-5 Coordinator

[redacted] K-2 Coordinator 3-5 Coordinator

Middle Teacher Advisory Council

Junior High Dept. Chair-persons

Senior High Dept. Chair-persons

APPENDIX E

Procedural Model for Inservice Teacher Education

PROCEDURAL MODEL FOR INSERVICE TEACHER EDUCATION

1. Purposes/Goals

Organizational Goals and Program Development

- -School improvement activities
- -Curriculum development and implementation
- -Instructional improvement
- -Leadership development
- -Educational/professional climate

Continuing Education and Professional Improvement

- -Teaching/professional performance
- -Curriculum improvement
- -General professional information
- -Career development
- -Professional standards & certification requirements

Personal & Professional Work Needs

- -Emotional and physical well-being
- -Orientation and induction into profession
- -Orientation for job transfers and job redesign
- -Professional work problems

2. Rationale and Conceptual Perspective

Preparation programs continue throughout a person's career

- -Preservice teacher education preparation is limited
- -The entire range of teacher preparation curricular content should be available to inservice teachers
- -Educators need to maintain a continuous involvement in professional improvement

Inservice programs are based on the diverse needs of individuals and organizations

- -Teachers bring a broad range of experience, knowledge and expertise to their job
- -Adult development and learning concepts provide a basis for the continuing education of teachers
- -A variety of program activities are needed to meet the multiple needs and goals of individuals and schools

Organizational support is central to systematic inservice programs

- -The quality of school programs is dependent on the collective efforts of all staff and administration
- -Organizational support is basic for the ongoing improvement in professional development, organizational growth and curriculum improvement
- -Leadership roles distributed across the school staff provide the most effective means for conducting staff development activities
- -A district wide plan for inservice provides for the integration of curriculum, instruction and professional improvement activities

3. Operational Elements for Conducting Inservice

Organizational Structure

- -Administrative organization (district, building)
- -Program policies and governance
- -Funding & budgeting
- -Facilities
- -Agency relationships
- -Evaluation, record keeping and data system

Leadership Roles

- -Improvement and evaluation of the curriculum, staff development and the design of practice
- -Support teachers in fulfilling their teaching responsibilities, provide linkage to resource networks, and provide recognition and feedback
- -Provide input and articulation between teacher and institutional goals, school policy, parental and community relations, and the school culture
- -Tutor interns, new and reassigned teachers

Inservice Support System

- -Recognition & incentive systems
- -Information networks
- -Communication system
- -Professional environment & relationships

Programmatic Objectives and Content

- -Pedagogical content
- -Curricular content
- -Leadership/development content

Program Activities

- -Focus and type of inservice activity
- -Planning inservice activities
- -Conducting inservice activities

Programmatic Objectives and Content

Pedagogical Content
- -The educative process
- -Ethics and responsibilities of professional educators
- -Professional education studies
- -Functions and tasks of teaching

Curricular Content
- -General education studies
- -Specialized subject area studies
- -Design of educational curricula

Leadership/Development Content
- -Organizational development
- -Interpersonal, group and leadership skills
- -Adult and personal development

Program Activities

Focus and Type of Inservice Activity

-Individual Activity
- Action research and development
- Conferences/workshops
- Credit courses
- Program visitations
- Self-directed projects
- Supervision/observation
- Professional presentations/teaching

-Team Activity
- Action research and development
- Collegial action groups
- Conferences/workshops
- Consultation/technical assistance
- Interactive research projects
- Program visitations
- Supervision/observation

-Building/District Activity
- Conferences/workshops
- Consultation/technical assistance
- Credit course
- Supervision/observation

Planning Inservice Activities

-Purpose & objectives
-Initiation & participant focus
-Time frame & follow up
-Leadership and resources & setting
-Recognition/support

Conducting Inservice Activities

-Development of awareness
-Development of information
-Practice & application
-Feedback & coaching